



Admissions Policy

ADMISSIONS POLICY

Policy Owner
Teacher in Charge

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Admissions Policy

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Admissions Policy

1. Introduction

The admissions policy supports the school statement of intent that every pupil should achieve their potential and develop an understanding of and respect for themselves and others. Park View School's vision is to provide the best education for every child.

2. Legislation and Statutory Requirements

This policy is based on the following advice from the Department for Education (DfE):

- [School Admissions Code 2021](#)
- [School Admission Appeals Code](#)

The school is required to comply with these codes, and with the law relating to admissions as set out in the [School Standards and Framework Act 1998](#).

3. Rationale

The school admits pupils who have a range of special education needs, these include, SLD, MLD, SLCN, and pupils who have been diagnosed with autism or demonstrate behaviours associated with autism, SEMH and ADHD. These pupils will have an EHC Plan which notes the nature of these difficulties. Such difficulties are often the cause or the result of other special educational needs. They may arrive out of difficult life experiences or be the result of some medical condition. Some of the pupils have a history of disturbed, difficult, or delinquent behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our pupils' exhibit, have, and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these both effectively and efficiently.

4. Aim

The aim of this policy is to ensure that the school admits, as far as is possible, those pupils whose special educational needs can be met effectively and in doing so ensure progress in all aspects of their development.

5. Objectives

The objectives of the policy are that;

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at Park View School.
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement.
- Parents/carers, each pupil and representatives of LA's, social service departments and other interested professionals will have a clear understanding of the opportunities on offer at Park View School.
- Parent/carers, each pupil and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at Park View School and are prepared to play their part in ensuring the success of any placement.

6. Admissions Process

Stage 1

Referrals made to Park View School will normally be made by Local Authorities (LA) and/or parent/carers. A range of detailed information concerning that pupil should accompany these referrals. Where this is not the case, the school will seek access to such information as soon as possible including information regarding the individual's Education, Health, and social background. Senior staff will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school.

The SLT will assess whether the school can meet the pupils' needs and if so, arrange for a school visit.

Stage 2

The visits will include

- A discussion around the successes and challenges experienced by the child to date
- A discussion with parents/carers regarding their hopes and expected outcomes from the proposed school placement



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- A discussion with the young person regarding their hopes and expected outcomes from the proposed school placement
- A tour of the school
- An introduction to key staff
- A discussion with senior staff concerning such issues as:
 - The school curriculum
 - The content of key school policies, including the school expectations for good behaviour and discipline and the physical management of pupils
 - An opportunity for each visitor to ask any questions they may have.

Stage 3

If, following these visits, all concerned are agreed that the pupil's needs can be met at the school and that the young person can be adequately managed with the planned resources available and that the pupil and parents/carers are committed to the placement, the school will notify/write to the LA offering a place

The school will provide the school fees and terms of business and if approved, arrangements will be made for admission.

School information packs, including all relevant consent forms will be made available for completion prior to admission date.

7. Admission Criteria

Park View School will admit pupils aged between 7 - 18 years of age

- The pupil will have an Education, Health, and Care Plan (EHCP)
- The EHCP will specify the pupils primary special education need. Alongside this the child may also have a diagnosis of autism or demonstrate behaviours associated with autism (ASC)
- The school will base its judgements on its ability to meet needs
- The pupil may have learning difficulties and/or low attainment associated with their special education needs
- The pupil may have one or more specific learning difficulties
- The pupil will express a commitment to the placement
- The pupil's parents/carers will express a commitment to the placement

- For all "Looked After Children", there must be permanently named carers and a permanent home base for the pupil, available at any time throughout the year. The school cannot be the main residence for any child.

8. Responsibilities

The Local/Placing Authority

- Provide the school with all current advice and information concerning the pupil
- Name the School in the EHC Plan
- Agree contractual arrangements for transporting the pupil to and from the school
- Make any arrangements for transporting the pupil to and from the school.

The School

- Ensure that a post-admission review takes place within twelve (12) weeks. All stakeholders should be invited to this meeting.
- Prior to the post-admission review the school will have identified/completed
 - Contractual arrangements between the school and the placing authority
 - Identified the special educational needs the school is equipped to cater for
 - Completed baseline information and assessment details, which will be shared with all stakeholders
 - An induction process for the new admission
 - Set out the provision plans to identify resources and expertise required to meet the child's individual needs
- Ensure that an individual risk assessment is conducted where possible before admission or upon admission and is reviewed as part of the post-admission review and regularly thereafter – each term as a minimum.

9. Admissions Register

The school will maintain a school admissions register, which will be kept on the school database and updated as required.

10. Additional Information



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The school will notify the placing authority when there are concerns about the school placement and if the SLT are considering ending the placement.

The school will also inform the placing authority if the pupil is removed from the school by a parent or guardian, or if they are being educated outside of the school system e.g. home education.

The school will keep the placing authority inform of individual attendance figures and escalate poor attendance in a timely manner.

The school will inform the placing authority of any and all exclusions in relation to the individual and seek to work with the placing authority to resolve these concerns promptly.